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ABSTRACT

The purpose of this study was to investigate innovative performance assessments developed by the instructor in an American Sign Language (ASL) course at an urban undergraduate university. The performance assessments engaged students in higher order thinking skills as they demonstrated their learning. Course purpose, instructional objectives, curriculum content, performance assessment description, and scoring rubrics/procedures were analyzed to determine the congruence between course objectives and assessment, assessment and curriculum, and instructional methods and assessment. Students prepared videotapes of sentences in ASL as the first project, and then prepared videotapes about their own lives of approximately 30 sentences in ASL. Videotapes were graded on vocabulary, body expression, and setting (video) requirements. A review of the videotapes shows that they have many of the hallmarks of good performance assessment in that they represent the application, and not the mere acquisition, of knowledge. The criteria for success were shared with the student, and the exercise included a focus on feedback. Future research will study student perceptions of the performance assessment process. Three appendixes contain the ASL alphabet, transcripts of narrative sentences, and the course syllabus. (Contains 33 references.) (SLD)

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American Sign Language Video Project: Examples of Excellence in Performance Assessment

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American Sign Language Video Project:
Examples of Excellence in Performance Assessment

Purpose

The purpose of this research was to investigate and describe original, innovative performance assessments developed by the instructor in an urban, undergraduate university setting. These performance assessment activities, as described, actively engaged students in higher-order thinking skills as they developed and presented novel solutions as assessment products.

Theoretical Background

As Campbell (2000) states, education is not memorizing facts but rather connecting information to achieve understanding. Consequently, performance assessment is one of the "hot topics" on the agenda of education reform and for good reason: performance assessment is a closer measure of our student's ability to achieve than are conventional forms of standardized testing (Eisner, 1999). Performance assessment is best understood as a continuum of assessment formats ranging from the simplest student-constructed response to comprehensive demonstrations (Daniels, 1999, p.3). It is a form of assessment that comprises many different types of testing methods and requires students to demonstrate their competencies or knowledge (Feuer & Felton, 1993). "Performance –based assessments can take the form of constructed responses, products, performances , or processes. Examples of products include student-made booklets, brochures, posters, exhibits, and videotapes "(McTighe and Ferrara, 1994, Doering, 2000, p. 1). This study focuses on the use of student-produced videotapes as a classroom assessment product for beginner-level American Sign Language undergraduate students.

Understanding has been defined by Gardner (1991) as the ability to apply knowledge, concepts, and skills in new situations –and creating a videotape is a new situation (Doering, 2000). Teachers usually test for understanding by asking questions and evaluating student responses- but answering test questions is different from using information to accomplish real purposes: the challenge is to devise tasks that will make understanding evident (Brandt, 1996). This research study examined the structure and development of performance tasks to add to the existing knowledge base of authentic assessment.

Method

Course purpose, instructional objectives, curriculum content, performance assessment description, and scoring rubrics/procedures were analyzed to determine the congruency between course objectives to assessment, assessment methods to curriculum, and instructional methods with assessment. Performance Assessment I, as described below, provided an excellent example of integration of assessment, curriculum, and instruction. The videotape performance assessment also demonstrates the creativity and originality of the Instructor, serving to actively engage students as they performed the assessment tasks and created the assessment products.

Course Purpose

This course is an introduction to American Sign language designed to develop conversational signing skills at a beginning level. American Sign Language is a visual means of communication used in North America primarily by Deaf people and their families, teachers, and friends. For examples of both the American Sign Language alphabet as a whole and the individual letters, see Appendix A, American Sign Language Alphabet.

The American Sign Language course objectives are shown below in Table 1, Course Objectives.

Description of Videotape Assessment Projects

The purpose of the videotape is to rate the student's ability to be expressive while conveying the ASL signed message. This study examined examples of Videotape #2 projects.

Video Tape Project #1. The first videotape will be due the week before midterm examinations. This tape will include content and sentence structures from units 1 – 6. Each student will select 30 sentences from these chapters utilizing as much of the units vocabulary as possible. Students may choose any assignment.

Table 1

Course Objectives

Upon successful completion of the course the student will be able to:

1. Identify common words finger spelled.
2. Accurately fingerspell common words.
3. Identify signed numbers.
4. Accurately produce a minimum of numbers 1 – 99.
5. Produce vocabulary with few errors in palm orientation, hand shapes, location and movement.
6. Participate in simple ASL conversations on the following topics: a. giving directions, b. describing others (adjectives), c. families, d. making requests, e. attributing qualities, routines
7. Use of the following syntax and grammar priciples at the novice level:
   a. What, when, where, why and Y/N questions
   b. personal pronouns
   c. spatial referencing
   d. constrastive structure
   e. role shifting
   f. number and use for age and time
   g. ordinal numbers
   h. topic- comment structure
   i. descriptive classifiers
   j. spatial and inflecting verbs
   k. possessive pronouns
   l. temporal sequencing
8. Demonstrate comprehension of basic ASL directions, short stories on the above subjects by answering questions and completing worksheets.
9. Demonstrate or describe cross-cultural environmental communications strategies used to facilitate communication between deaf people and people with minimal or no signing skills.
10. Describe recent culturally polite conversation strategies.
11. Describe recent developments which have changed the lives of deaf people.
12. Be aware of culturally relevant issues in the deaf community today.

Video Tape Project #2. The second videotape's final script will need to be about your own life. (Examples might include: information about your childhood, names of family members living with you presently, your daily routines, what you normally do on the weekends, or your plans for the future.) It must be approximately 30 sentences in length, signed in ASL format, and include a typed English version of the text. For examples of video transcript narrative, see Appendix B. The instructions given to students are shown below in Table 2, Instructions given to Students for Videotape Production.

Table 2
Instructions given to Students for Videotape Production

Your video will be graded on expression, content, quality. If you are doing your video at home, please follow these suggestions:

1. Use a plain background (i.e., against a wall, not a window)
2. Use ample lighting.
3. Look down to read, if necessary, then up at the camera when signing.
4. It is your choice to voice while signing or not to use your voice (voicing usually allows for more expressiveness).
5. If you make an error, erase it and keep going. Be sure to check your video to make sure that no script was erased by mistake.
6. Before taping, make sure that your body is in the screen as if you were on TV.
7. Rewind the tape to the place where you start.
8. Practice before making the tape.
9. DO NOT: chew gum while taping, wear heavy lipstick, excessive jewelry or flashy nail polish or hat. Wear a shirt that is contrasting, solid color to your skin tone. No tank tops.

For a complete American Sign Language course syllabus, see Appendix C.

Data Source

Over the course of one academic year, the researcher visited the American Sign Language classroom at the end of each semester. The researcher was introduced to the students, and explained the research purpose to the class. Students were given the choice to contribute their second videotape projects and narrative transcripts for the research project if they cared to do so. No record of participation was kept by the course Instructor. No extra credit or other grading consideration was extended to students based on their participation/non-participation in the research. Students who wished to have their videos returned to them placed their name and address on their projects. Students in some cases did not wish their videos returned. All identifying marks, numbers, and names were removed from the transcripts prior to research use. The students were advised that if they chose to contribute their projects, the resulting project may be presented in a professional setting.

An example of a student reaction to their videotape classroom assignment is shown below.

> *At first I was very nervous about this particular project. I was so afraid to talk in language that was not my own. I have really enjoyed learning about the Deaf culture. I was never aware of the things that might offend them. I was never aware of how difficult day to day routines can be for them.*

Discussion : Videotape Performance Assessment

Spalding relates, "Despite their flaws, performance tasks and portfolios demand that teachers look closely and seriously at student work. Rarely, if ever, do teachers sit around a table with a multiple-choice test and answer sheets before them and wonder, "Why in the world did she choose D?" (Spalding, 2000, p.761). It is this crucial engagement of teachers as well as students that empowers performance assessment activities to be such a powerful source of

assessment information. The examples of video assessments examined in this study carry many of the hallmarks of authenticity that characterizes good performance assessment. They involve the students' demonstration of skills or competencies, and therefore, represent the students' application, not mere acquisition, of knowledge. The student is not a passive observer, but rather is actively engaged in performing, constructing or creating. They are grounded in the real world in that they focus on solving problems and accomplishing tasks not unlike those solved and accomplished by people in the field. They tap into higher order thinking skills by requiring students to actively accomplish complex and significant tasks; reasoning skills involving comparison, classification and analysis are needed and assessed. The standards or criteria of success are public, that is, shared with the student, and the exercise includes a focus on feedback. Feedback to the student consisted of the selection of summative evaluation categories, and individual written comments by the Instructor for each student's videotape content and performance. The five summative evaluation categories were: Excellent (100 %), Good (90 %), Fair (80 %), Below Average (70%), and Poor (60%). The videotapes were graded overall on three components: vocabulary, body expression, and setting (video) requirements.

Future Research

Future research will include an investigation into student perceptions of the performance assessment process. Shown below in Exhibit I is the Student Perception Survey Protocol developed by the researchers to assess student perception of the product assessment. Information will be gathered from the students who have participated in the videotape assessment process.

Exhibit I. Student Perception Survey Protocol.

Directions: Circle your response to each of the 5 statements below.

1. **I was able to achieve course objectives through my videotape project.**

   Strongly disagree Disagree Agree Strongly Agree

2. **The videotape project was a valuable learning experience.**

   Strongly disagree Disagree Agree Strongly Agree

3. **I agreed with the grade my videotape project received.**

   Strongly disagree Disagree Agree Strongly Agree

4. **Compared to other videotape narratives in my class, my narrative was:**

   Below Average Average Above Average

Please write any additional comments in the space below.

Educational Importance

"To be meaningful, the act of assessment must in some way enhance the learning process" (Travis, 1996,p.2). While common to disciplines that typically focus on performance, such as the arts and athletics, performance assessment can be used for any educational objective that is skill-based or behavioral (Travis, 1996). Rather than perpetuating the inappropriate usage of paper-and-pencil objective testing, this research study offers actual examples of performance assessment: examples of excellence devised and implemented by classroom teachers. While limitations of performance assessment can include the expense and time required to implement alternative methods, these examples showcase relatively inexpensive techniques for authentic assessment. The case can be made that using objective, machine-scored assessment methods provide a cheaper way to gather information about our students. But is the information we gathering using these methods actually useful to measure what our students are learning ? Are we gathering the information needed to make accurate judgments about the student's ability to synthesize and evaluate cognitive elements ? The development of performance assessment techniques can only improve the assessment information we gather from - and for- our students. Performance assessment activities are a valuable source of assessment information.

Investigating and reporting on actual performance assessment methods aids in the development of multiple measurement techniques. As educators, we need these multiple measurement techniques to develop the fullest picture of each student's progress.

Educational Importance

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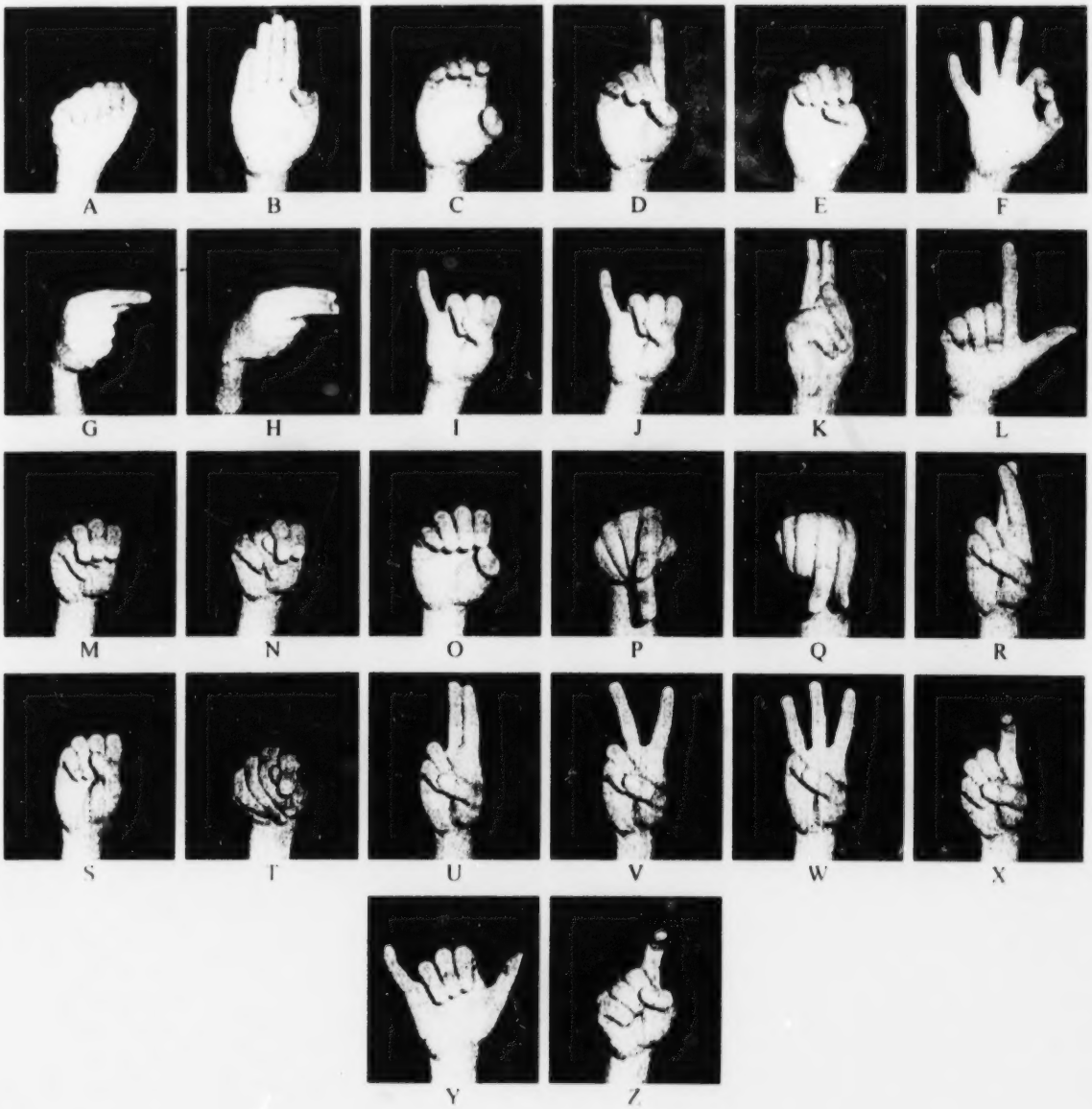
APPENDICES

Appendix A. The American Sign Language Alphabet

The Alphabet
American Sign Language



Appendix B. American Sign Language Video Project – Narrative Transcripts

Tape #1

My name is _____.
(me name _____ fs)

I am 30 years old.
(Me 30 old me)

I was born in South Carolina.
(Me born fs - SC me)

When I was 3, my parents divorced.
(Mom and me moved to fs - FLA)

We lived with my Aunt _____.
(The two of us live aunt fs - _____ we)

Aunt Leah has three daughters, _____, _____, _____.
(Aunt have 3 girl baby, 1 girl baby name fs- _____, 2 girl baby name fs - _____, 3 girl baby name fs - _____)

My mom is a hippie.
(mom same as 60's person she)

She used to drink a lot and smoke a lot .
(she used to drink many and smoke many she)

Now, not so much.
(now)

She is a good mother. I love my mom.
(she good mom, she, me love mom me)

My dad re-married a wonder ful woman named _____.
(Dad marry again wonderful women name fs- _____)

They have a son, _____.
(the two of them have son name fs - _____)

Appendix B (continued)

He is 17 years old and gets into a lot of trouble.
(he 17 old and many trouble he)

I am the good child in the family.
(me good kid in family me)
I work at a Marina.
(me work boat parking lot me)

At night I go to school.
(night me go to school me)

I have been married for 6 years.
(me marry finish 6 years me)

My husband is _____.
(husband name fs- _____).

We have big fun together.
(we fun many we)

In January, we went to Las Vegas?
(January we go to finish fs - Las Vegas we)

We are going to fly to Europe this summer.
(we will fly Europe summer we)

We will visit England and France.
(we visit England & France we)

We are also going to New York for _____'s birthday.
(we go to New York for husband birthday we)

We will party with his family.
(we will party family we)

Our dog, Chelsey will be sad while we are away.
(dog name fs - Chelsey she will be sad we go away she)

Our cats, TaShi and Smokey, don't care.
(two cats name fs - TaShi and fs - Smokey don't care)

They are happy alone.
(the two of them happy lonely they)

Tape #2

My name _____.

I marry _____ I.

I finish meet wife J. C. Penney I.

We married finish 19 years we.

We have one daughter we.

Daughter name _____ .

_____ old 15 she.

We have 3 dogs we.

We live in FL we.

I have 2 sisters I.

We born Bradenton we.

Daughter born AL she.

Parents born in Bradenton.

Parents live in Avon Park.

Grandfather from TN.

I 40 years old I.

Baptist I.

I sing Baptist church I.

I actor church play I.

Appendix B (continued)

I like golf Saturday I.

I hunt deer AL I.

I like cook meat Saturday I.

I police officer I.

I president TBCP I.

I enjoy walking every day I.

I race car I.

I will retire in NC I.

My daughter want to be nurse she.

My daughter drive.

I afraid I.

Appendix B (continued)

Tape #3

1. I have a small family.
2. We are from Sweden.
3. I have a mom, dad and older sister.
4. I have two dogs in my family.

5. My sister is 39 years old.
6. She lives in St. Louis with her husband.
7. She have two kids a boy and a girl.
8. These kids are my niece and nephew.

9. My dad is 65 years old.
10. His name is _____.
11. He is a retired engineer and teacher.
12. He worked for DOW Chemical.
13. He taught at the University of Guam.

14. My mom is 64 years old.
15. Her name is _____.
16. My mom is nurse.

17. Dad and I like to go fishing.
18. We never catch fish.
19. We have good time.

20. On Sunday my family goes to church.
21. I work on Sunday and miss church.
22. I do make it too Sunday dinner.

23. I am never home.
24. I go to school 5 days a week.
25. My dogs miss me when I am not home.

26. My parents are proud of me.
27. I am the second person in the family to go to college.
28. I am proud of myself for going to college.

29. I like my small family.
30. We get along together

Appendix B (continued)

TAPE #4

I was born in New York.

I am 35 years old.

My family moved to Sarasota 30 years ago.

I am married 14 years.

We moved to Venice 12 years ago.

I have 2 sons.

_____ is 12 years old and _____ is 7 years old.

We have one dog.

His name is Cyrus, and one cat.

His name is Ernie.

Our cat Oscar died.

We built our house.

My husbands name is _____

He helped build our house.

My sister has a son he is 10 months his name is _____

I have 3 nieces one named _____ she is 19 years old, and one named _____ she is 11 years old, and one named _____ she is 5 years old.

I am a domestic Goddess.

I don't work.

I hate housework.

I enjoy reading.

Appendix B (continued)

My friend _____ has 1 son, and a big husband.

She doesn't work.

She hates housework.

I prefer to pay to get my housed cleaned.

My parents are married 40 years.

They live in Sarasota.

Both help me much.

I like school.

I don't cook much.

We prefer restaurants.

Appendix B (continued)

Tape #5

My name is _____.

I am 21 years old.

My eyes and hair are both brown.

I am tall and wear glasses to drive.

I work at Unique Air and go to college.

In the morning, my friend and I run.

In the afternoon, I go to the library to study.

I like to write and watch movies.

I like listening to the rain, talking to people, and baking cookies.

Football is my favorite game.

I don't like to wash dishes.

I used to live in Tampa.

Now I live at home.

My parents like games and reading.

My brother is four years old.

He had brown hair and blue eyes.

We have four cats.

Next year, I will pack my suitcases and move to LA with two cats.

In the summer, I like to fly to California to visit my friend Amy.

She likes to act perform.

Appendix B (continued)

In the fall, my friend and I will fly to Las Vegas.

She wants to win money.

On Fridays, my niece and I go eat ice cream at the store.

She is 2 years old and blond.

She is cute and funny.

She draws beautiful pictures for me.

I will want to get married and have a baby.

Now I don't want that responsibility.

Now I want to work and study all day and go to parties all night.

I plan to go to college to learn to teach the Deaf and hard of hearing.

Course Description:

This course is an introduction to American Sign language designed to develop conversational signing skills at a beginning level. Instruction and classroom interactions will be conducted in the target language. The lab portion of the class will allow students to practice what is learned in the class and develop a videotaped record of their progress.

Expected Educational Results:

Upon successful completion of the course, the student will be able to:

1. Identify common words fingerspelled.
2. Accurately fingerspell common words.
3. Identify signed numbers.
4. Accurately produce a minimum of numbers 1 - 99.
5. Produce vocabulary with few errors in palm orientation, hand shapes, location and movement.
6. Participate in simple ASL conversations on the following topics.
   - * giving directions
   - * families
   - * attributing qualities
   - * describing others (adjectives)
   - * making requests
   - * routines
7. Use of the following syntax and grammar principles at the novice level:
   - * wh- and Y/N questions
   - * personal pronouns
   - * spatial referencing
   - * constrastive structure
   - * role shifting
   - * number use for age and time
   - * ordinal numbers
   - * topic- comment structure
   - * descriptive classifiers
   - * spatial and inflecting verbs
   - * possessive pronouns
   - * temporal sequencing
8. Demonstrate comprehension of basic ASL directions, short stories on the above subjects by answering questions and completing worksheets.
9. Demonstrate or describe cross-cultural environmental communications strategies used to facilitate communication between deaf people and people with minimal or no signing skills.
10. Describe recent culturally polite conversation strategies.
11. Describe recent developments which have changed the lives of deaf people.
12. Be aware of culturally relevant issues in the deaf community today.

Course Content

I. **Language Functions**
   - A. Giving directions
   - B. Describing others
   - C. Making requests
   - D. Family and occupations
   - F. Routines

II. **ASL Linguistics**
   - A. Sentence structures
     - a. question forms
     - b. topic-comment
     - c. contrastive structure
   - B. Personal and possessive pronouns
   - C. Spatial and Inflecting verbs
   - D. Number use: age and time
   - E. Spatial referencing
     - a. real life
     - b. signer's perspective

III. **Skills Development**
   - A. Fingerspelling and numbers
   - B. Vocabulary expansion
   - C. Sign production
   - D. Conversation strategies

IV. **Cultural Awareness**
   - A. Cross-cultural communication strategies
   - B. Interrupting conversations
   - C. Maintaining continuity in relationships
   - D. Cultural differences

Assessment of expected educational results: The course grade will be determined by the individual instructor using a variety of evaluation methods.

1. **Knowledge of the course content may be determined by periodic quizzes for receptive skills.** Six quizzes will be given, but only five figured into the final grade.

2. **Expressive ability will be evaluated using student-made videotape presentations.** See Video requirements and suggestions page for details.

3. **Three projects will be required during the semester.** One of the projects require conversing with deaf people, one will be to watch a movie about deaf people, their culture or some aspect regarding deafness, and one will be researching information about deafness on the WWW.

*** NOTE:** All project summaries and video scripts must be typed in plain, easily readable font choice, between size 10 - 12 font, double spaced, at least one page in length, but limited to two pages in length. Summaries placed in a two pocket folder with your name on it. Video script put in video jacket.
Midterm exam will be given after a review of units 1 - 6. The exam will test the student's receptive signing skills and will also include lecture information.
Comprehensive Final exam will evaluate receptive ASL skills as well as linguistics and cultural knowledge. Units 7 - 11 will be emphasized as well as a review of all course vocabulary and sentence structures in paragraph form.

Grading System: 4 credit hour course
(NO MAKE - UP QUIZZES)
(LATE PORJECTS DROP A LETTER GRADE PER CLASS PAST DUE DATE)

quizzes (5)	25%	100% = A+
midterm exam	25%	90% - 99% = A
final exam	25%	80% - 89% = B
2 videotapes		70% - 79% = C
+ 3 projects	25%	60% - 69% = D
		59% = F

ABSENCE policy as mandated by USF regulations:
Since Sign Language is a visual language, absences will greatly impact your ability to acquire this language. Students are not to leave a LAB early. Written documentation must accompany any medical or other emergency if more than 3 classes are missed. Written documentation must accompany you if you require class modifications in accordance to ADA from USF's Disabilities Services.

Videotaping requirements / suggestions

The **first video tape** will be due the week before midterm examinations. This tape will include content and sentence structures from units 1 - 6. Each student will select 30 sentences from these chapters utilizing as much of the units' vocabulary as possible. Students may choose any assignment. The **second video tape's** final script will need to about your own life. (Examples might include: information about your childhood, names of family members living with you presently, your daily routines, what you normally do on the weekends, or you plans for the future.) It must be approximately 30 sentences in length, signed in ASL format, and include a typed English version of the text. Grading will be based on fingerspelling, facial and body expressiveness, delivery of signs and comprehension of lesson content learned from lessons 7 - 11. The second tape will be due one week before final examinations.
*NOTE: Each student must write their own sentences/ paragraphs, ie. no sharing of materials. The purpose of the video is to rate the student's ability to be expressive while conveying the signed message. You may choose to voice while taping or not use your voice.
* NOTE: All project summaries and video scripts must be typed in plain, easily *readable font choice, between size 10 - 12 font, double spaced, one page in length.* Summaries placed in a two pocket folder with your name on it. Video script put in video jacket. Small/fat tapes (8mm) please put in yellow envelope with script.

* Your video will be graded on expression, content, quality. *

For the best overall background, sound, and quality, your tape should be done in the audio visual dept. of the USF library. a week's notice for an appointment should be given. The number is: 359-4306. If you are doing your video at home, please follow these suggestions:

1. use a plain background (ie. against a wall, not a window)
2. use ample lighting
3. look down to read, if necessary, then up at the camera when signing
4. It is your choice to voice while signing or not to use your voice. (voicing usually allows for more expressiveness)
5. If you make an error, erase it and keep going. be sure to check your video to make sure that no script was erased by mistake.
6. BEFORE taping, make sure that your body is in the screen as if you were on TV.
7. rewind the tape to the place where you start.
8. PRACTICE before making the tape.
9. DO NOT: *chew gum while taping, wear heavy lipstick, excessive jewelry or flashy* nail polish or a hat. Wear a shirt that is a contrasting, solid color to your skin tone. No tank tops.
10. Review your tape before handing it in.

3 Projects

Project #1: Watch a movie about deaf people, their culture or other aspects regarding deafness. Type a summary after viewing the movie in a journalistic /affective form. The summary should **NOT** be an overview of the movie, but instead a reflective comparison of how the movie relates to correlating class lectures. Therefore, the movie should be viewed after the formal classroom lecture is given and prior to midterm examination. You may choose to review any of the following movies: *Children of a Lesser God, Mr. Holland's Opus, Hear No Evil, Miracle Worker,* or *Bridge to Silence* (If you find other material covering Deaf culture issues these will be considered by the Professor if discussed prior to handing in the assignment)

Project #2: Find research about deafness on the web. Attach summary information in an affective. journalistic form and a copy of information from the website. If working in groups, DO NOT use the same website.

Suggestions for project #2 may be: search under Deaf culture, Deaf World Web, Gallaudet University, Florida School for the Deaf, CHARGE syndrome, Treacher Collins Syndrome, Usher's syndrome, Auditory Processing Disorders, Hearing Aids, Cochlear Implants, Sign Languages around the World and their differences, TDD's, Assistive devices for the deaf.

Project #3: The last project is to communicate with a deaf person on a one-to-one basis in order to utilize as much vocabulary as possible.

Suggestions for project #3 may be: a church service or activity involving deaf, visiting a school with a D/HH classroom, or contacting the local DSC (deaf service center) for a list of area activities for the deaf. Tampa's Channelside - Pop City - 1st Sat. of the month around 9PM.

* **NOTE:** All project summaries and video scripts must be typed in plain, easily readable font choice, between size 10 - 12 font, double spaced, one page in length. Summaries placed in a two pocket folder with your name on it. Video script put in video jacket.

Please turn off you cell phone in class - it is very distracting to others.

One break will be given in the middle of class, you are free to excuse yourself during the class, but information missed will be your responsibility to acquire from your peers AFTER class is finished.

Basic American Sign language I - SPA 3612C
University of South Florida - Sarasota Campus - Spring 2002 M/W 5:30 - 7:20 pm

The following material has been covering in class the first night of the semester. I have read and understand the syllabus especially the following information about this class.

Additional copies of the syllabus are available through student services and the library. The student is responsible for meeting assignment deadlines and making corrections to syllabus if changes arise during the course of the semester.
All project summaries and video scripts must be **typed** in plain, easily readable font choice, between size 10 - 12 font, double spaced, one page in length. Summaries placed in a two pocket folder with your name on it. Video scripts are to be put in the video jacket.

Grading System: 4 credit hour course
(NO MAKE - UP QUIZZES)
(LATE PORJECTS DROP A LETTER GRADE PER CLASS PAST DUE DATE)

quizzes (5) = 25%	100% = A+
midterm exam = 25%	90% - 99% = A
final exam = 25%	80% - 89% = B
2 videotapes + 3 projects = 25%	70% - 79% = C
	60% - 69% = D
	59% = F

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Students are not to leave a LAB early.
Please turn off you cell phone in class - it is very distracting to others.
One break will be given in the middle of class, you are free to excuse yourself during the class if necessary, but information missed will be your responsibility to acquire from your peers AFTER class is finished.

Signature _____ **Date** _____

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